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THE VISITING TEACHER
IN THE UNITED STATES

A SURVEY BY THE
NATIONAL ASSOCIATION OF VISITING TEACHERS
AND
HOME AND SCHOOL VISITORS

Published by the
PUBLIC EDUCATION ASSOCIATION OF THE CITY OF NEW YORK
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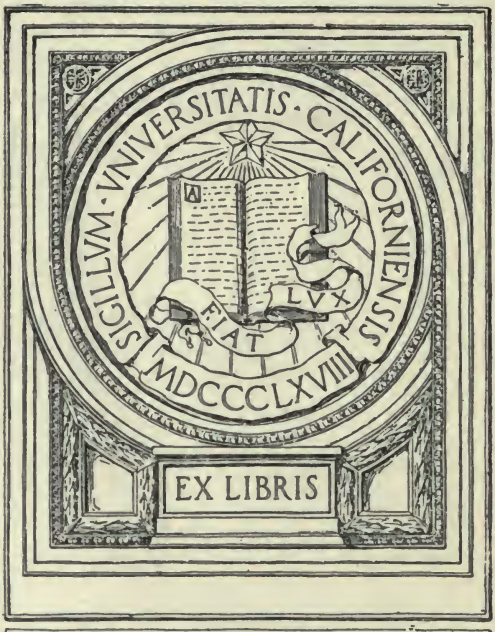
JUNE 1921

EXCHANGE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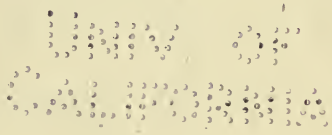

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INTRODUCTION

THIS REPORT ON VISITING TEACHERS in the United States by the National Association of Visiting Teachers and Home and School Visitors should be of great interest to educators and laymen everywhere who are seeking to enable the schools to meet the needs of individual children.

The Public Education Association takes peculiar pleasure in publishing this report because it has for years maintained a staff of several visiting teachers, who have co-operated with the principals and teachers in the New York City public schools in solving such problems. The report is a splendid sequel to "The Visiting Teacher in New York City" by Harriet M. Johnson, formerly of the Association's staff, published by the Association in 1916. It not only furnishes a vivid picture of what visiting teachers everywhere are doing but gives the unmistakable impression that the work is no longer an unproven experiment but an integral part of a progressive program of public education. As the first report of the National Association, it is to be highly commended and regarded as an initial publication that gives promise of future valuable contributions to the literature of this important subject.

Aside from the clarity with which the technique of the work is analyzed and described, there is one aspect of the report which is of especial interest to the Public Education Association. We note that usually this work has been initiated and fostered by the co-operative efforts of public spirited citizens and school officials. It is thus but another of many instances that might be cited from the history of public education in this country to illustrate how organized citizen effort can further child welfare in co-operation with the schools. A

study of the development of the public school system shows that at every step progress has been made either partly through the assistance of public spirited citizens or almost entirely through the pressure of public opinion from without. The early stages of the visiting teacher experiment in New York City would have been impossible without the generous moral and financial support rendered the Public Education Association by its Visiting Teacher Committee and by the contributors to its visiting teacher fund. That similar assistance by public spirited citizens elsewhere has made possible the growth and development of visiting teacher work throughout the country is a splendid testimony to the interest of the people in their public school system and inspires confidence in organizations which, like ours, devote their disinterested efforts exclusively to furthering the cause of public education.

From every point of view, therefore, we congratulate the National Association of Visiting Teachers and Home and School Visitors upon this report, and we look forward with interest to their future publications.

HOWARD W. NUDD, Director,
Public Education Association of the City of New York.

June, 1921.

FOREWORD

THE FOLLOWING REPORT on the work of the visiting teachers of the United States was undertaken by the National Association of Visiting Teachers and Home and School Visitors with a double purpose in view. The report aimed to furnish information:

1. To those who are organizing the work in new localities.
2. To visiting teachers who desire to become acquainted with the work of other visiting teachers.

In order to obtain the information needed for the report, the names of visiting teachers not already known to the National Association were secured from State and City Superintendents of Schools and others, and a questionnaire was addressed to each one. Even with these precautions the committee has learned since that several visiting teachers were not reached. About 80 questionnaires were sent out, and 60 answers were received. The questionnaire covered the following general subjects:

1. Organization, place in the school system, supervision, assignment, etc.
2. Methods of work,—causes for referring cases, facilities for adjustment within and without the school, methods found desirable, etc.
3. Reports and illustrations of the work. Printed articles on the visiting teacher. Percentage enumeration of the nationalities visited.
4. Training and preparation of visiting teachers.
5. Visiting teachers' personal estimate of their function, their special interests, and the development of the work; suggestions.

Additional information was also secured through correspondence.

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The Committee wishes to acknowledge its indebtedness to the Public Education Association of the City of New York for their critical reading of this report and for their generosity in publishing it.

SURVEY COMMITTEE,

National Association of Visiting Teachers and Home and School Visitors,

Jessie L. Louderback, N. Y., *Chairman.*

Suzanne Fisher, Chicago.

Elisabeth B. Ely, Boston.

Jane F. Culbert, N. Y., *Ex-Officio.*

I

How Visiting Teacher Work Originated and Developed

THE WORK OF THE VISITING TEACHER had a triple origin. In the school year 1906-1907 New York, Boston and Hartford, Connecticut, developed simultaneously but independently, a similar type of work to meet a common need. For a long time, thoughtful educators had realized that even with the extension of the work of the attendance officer, the school nurse and the special classes there were still children, neither truants, delinquents nor those physically handicapped, for whom the school was not functioning effectively. Even in a school system representing the most advanced educational thought there was still the child who failed to make the prescribed progress or who failed to measure up to the expected standard of behavior. These children were frequently referred to as "difficult" or "problem" children.

Why the Work Started

Each failure was evidence of a maladjustment somewhere along the line. To find the cause of this maladjustment, whether it lay in the school, in the home, in the neighborhood or in the child himself, to find the cause and then to seek its adjustment, this was the preventive and constructive purpose for which the visiting teacher was added to the school system. It was evident that someone representing the school was needed to get acquainted with the individual child and to bring about a closer co-operation of home and school.

To make the most out of the five school hours the teacher must understand something of the child's life during the other nineteen hours of the day; and in order not to undo the work of the five hours the home must be in close touch with the school and must understand its aim and demands. Otherwise

home and school may work, quite unconsciously, at cross purposes. Home, school, and neighborhood, each is familiar with a different child, and unless there be someone to see the *whole* child, the many-sided individual, and to help the teacher and parents to understand him and to work out together a plan to meet his individual needs, there is danger that the educative agencies at work upon his plastic nature may leave warped or undeveloped some essential element of his character.

How the Work Began

As has frequently happened in other educational experiments the visiting teacher movement was initiated in some cities by private organizations, and, after the value of the work had been demonstrated, was taken over by the Department of Education. In New York, the work originated in two settlements in which workers with the children felt that they needed to get in closer touch with the teachers of the settlement children. They found that besides securing help from the school they could be of assistance to the teachers, both in obtaining better co-operation of the parents and in understanding certain children who had been enigmas. As a result, one resident in each settlement assumed the special work of calling on the families of those children who presented serious social or educational problems, and this worker came to be known as the school visitor or visiting teacher. A committee to extend and develop this work was shortly afterwards formed by the Public Education Association which maintained the work until the Board of Education was convinced of its value and established it as part of the school system. In Boston the work was started by a group of public-spirited citizens, whose example was followed by women's clubs and settlements. In Hartford, the third pioneer, the work was undertaken upon the suggestion of the director of the Psychological Laboratory, who realized the need of it in connection with his work with problematic school children.

Where the Work is Now Conducted

The movement has grown gradually and steadily until at the present there are visiting teachers in at least 28 cities in 15 states in all parts of the country, differing widely in size and character,

as may be seen in Table I. The work has now passed the experimental stage, and is coming into general recognition as one of the constructive factors of the school system in achieving the ideal of starting each child straight, and in fulfilling its obligation to the democracy of to-morrow.

TABLE I—GEOGRAPHICAL DISTRIBUTION OF VISITING TEACHERS IN THE UNITED STATES [1]

State	City	Number of Visiting Teachers
1. Connecticut	Hartford	3
2. Georgia	Atlanta	1
3. Illinois	Chicago	3
4. Iowa	Des Moines	1
	Mason City	1
5. Kentucky	Louisville	1
6. Massachusetts	Boston	15
	Newton	1
	Springfield	1
	Worcester	1
7. Minnesota	Minneapolis	14
8. Missouri	Kansas City	1
9. New Jersey	Glen Ridge	1
	Monmouth County	1
	Montclair	1
	Newark	4
10. New York	New York City	17
	Mount Vernon	1
	Rochester	7
	Utica	1
11. North Carolina	Raleigh	1
12. North Dakota	Billings County	1
	Fargo	1
13. Ohio	Cleveland	2
	Columbus	3
14. Pennsylvania	Philadelphia	5
	Harrisburg	1
15. Virginia	Roanoke	1

1. In some places "school visitor" or other title is used.

It is interesting to note that while the same fundamental need has been recognized, yet in different cities the work has been approached from different standpoints. In some cities it was introduced by those interested in the up-building of community life; in others by those working with unadjusted school children; psychologists, women's clubs and parents' associations which especially recognized the need of closer co-operation with the school; by others who were interested in the causes that lie back of irregular attendance and poor scholarship; and by child welfare workers who saw children in danger of falling between the two seats of authority—the home and the school. The roots of this work are wide spread and its ramifications many.

II

The Place of the Visiting Teacher in the School System

THE ADMINISTRATIVE RELATIONSHIPS of this comparatively new service are still in process of development. In general there are two plans. In seventeen cities varying in size and character from the suburban town to large industrial centres like Chicago or New York, the visiting teacher is assigned either to a single school or to a group of neighboring schools. In nine instances the visiting teacher works throughout the city. That the size of the place seems not to determine the method may be seen from Table II.

TABLE II—METHOD OF ASSIGNMENT

Cities in which Individual Visiting Teachers are assigned to a Single School or to a Group of Neighboring Schools	Cities in which Individual Visiting Teachers are assigned to Schools throughout the City.
1. Atlanta, Ga.	1. Cleveland, Ohio
2. Boston, Mass.	2. Fargo, N. D.
3. Chicago, Ill.	3. Kansas City, Mo.
4. Columbus, Ohio	4. Mason City, Iowa
5. Des Moines, Iowa	5. Mt. Vernon, N. Y.
6. Glen Ridge, N. J.	6. Roanoke, Virginia
7. Harrisburg, Pa.	7. Springfield, Mass.
8. Hartford, Conn.	8. Utica, N. Y.
9. Louisville, Ky.	9. Worcester, Mass.
10. Minneapolis, Minn.	
11. Montclair, N. J.	
12. Newark, N. J.	
13. Newton, Mass.	
14. New York, N. Y.	
15. Philadelphia, Pa.	
16. Raleigh, N. C.	
17. Rochester, N. Y.	

Assignment The majority of school systems have adopted as the most satisfactory method, the assignment of a visiting teacher to one school of which she becomes an integral part, or, at least, to a field sufficiently compact for her to be identified with it, so that she may be the school's representative in the community and the representative of the neighborhood in the school. In the whole-city plan, on the other hand, the visiting teacher's connection with the individual school and the neighborhood is rarely close enough for her to be identified with its interests.

Where a visiting teacher is assigned to but one school, as a rule she visits that school regularly, usually having daily office hours. Where her work covers several schools she reports regularly at the one or two schools where her major work lies and occasionally, or upon request, at the other schools. Where, however, her work extends over an entire city, she usually visits a school at the request of the principal.

Supervision In the majority of cities, the visiting teachers are supervised by the Superintendent of Schools or his associates. This is the case in New York, Utica, Mt. Vernon, Montclair, Hartford, Columbus, Cleveland, Kansas City and elsewhere. Rochester recently organized a department of visiting teachers with a director, responsible to the Superintendent of Schools. Fargo, N. Dakota, has a Home and School Visiting Department. In Minneapolis, however, which has fourteen visiting teachers, the visiting teachers are a part of the Department of Attendance and Guidance. In Chicago, which now has three visiting teachers, the work is part of the Department of Vocational Guidance and Employment Certificates. In Des Moines the work of the one visiting teacher is part of the Attendance Department. It is hardly necessary to state that the individual visiting teacher works under the supervision and in co-operation with the principals, who regard her as a specialist in her line and in varying degree put upon her the responsibility for the solution of the social problems of the school.

Cooperation With Special Departments

The relation of the visiting teacher to the other special departments, such as those of Attendance, Child Hygiene and Child Study, is in every instance where such departments exist that of co-operation, the visiting teacher referring to each of these departments the children who need its special work and, in turn, assisting in problems referred by these departments for adjustment or the personal supervision of the visiting teacher. Over-lapping is negligible, since each is responsible for a special line of work.

Relation to Vocational Guidance

With Vocational Guidance, however, the line is not quite so clearly drawn, for in three cities, Chicago, Minneapolis, and Mason City, Iowa, the visiting teachers assist with vocational guidance in their school or district, adding to their social and educational work the specific work of Vocational Counsellor. Where vocational counsellors do not exist, the visiting teacher, of course, frequently assumes this task.

Hours

For the most part, the work of the visiting teacher extends throughout the ten months of the school year and her hours are equivalent to those of the school day and week, though in several cities her week consists of five and one-half days. "Equivalent" hours, however, must not be interpreted to mean "identical", for the work requires evening and morning visits, and frequently Saturday and Sunday calls on parents who cannot be found on other days. Indeed, the nature of the work precludes limiting it to definite or regular hours.

Number of Cases

A visiting teacher's work cannot be measured by mere figures, any more than it can be limited to definite hours. The number of children with whom the visiting teacher deals varies greatly, and is determined by the size and number of schools in which she works, the character of the neighborhood, its geographical area, the amount of group or community work

required by her neighborhood, the amount of personal follow-up work needed, and the number of co-operating agencies available. The average number of cases for each visiting teacher runs from 100 to 1,000 a year, and the figure most frequently given is about 300.

Number of Grades

The visiting teacher covers the school grades from kindergarten through high school. Usually, however, high school students are the concern of a visiting teacher especially assigned to that work. Up to the present, her major work is found in the elementary schools, though it is being introduced into the high schools more and more. The Junior High School, with its concentration of adolescent problems, also offers a promising field.

III

How the Visiting Teacher Goes about her Work

THIS SECTION, on methods of work, is based on answers to such questions as an "outline of the day's work", "how cases are received and closed", "agencies co-operated with", "facilities available and measures found effective in making adjustments", and the like.

The Day's Work

In spite of the fact that the visiting teachers work under such varying circumstances as those outlined above, their reports show that almost uniformly a large part of the day is devoted to visiting in the homes of the children; but a considerable portion of time is also spent in the schools, conferring with teachers, receiving new cases, giving information on those already undertaken and learning of their progress. In addition, the visiting teacher has to find time for calls on co-operating agencies; and, finally, she gives a brief space to the keeping of records and to correspondence. The distribution of time varies according to local needs.

Receiving New Cases

During her office hours, as a rule, new cases are reported to the visiting teacher by the principal or teachers. At the outset it is advisable to learn as much as possible about the circumstances for which the child was referred. In this connection several visiting teachers point out the advantage of talking over a case with the class teacher, in order to learn the significant details, for, as one visiting teacher reported, "adequate information is the best preparation for answering inquiries in the home, or combating ignorance of school affairs, and makes for quick and effective solution of difficulties". Many visiting teachers mention also the interview with the child in school as an important preliminary before taking up the work outside the school.

Visits to The Home

In visiting the home, the technique born of experience and training in social work, helps the visiting teacher to get *en rapport* with the family. Her first visit is often exploratory in nature. The visiting teacher is prepared to study the situation and decide what course to pursue.

One visiting teacher states that she makes it a practice never to broach the real subject of her visit till she has acquainted herself with the family attitude toward the school. Another states that she tries to be an impartial listener and a good observer. The report of a third visiting teacher echoes the sentiments of many. It reads: "The visiting teacher comes so closely in contact with the home that home problems are given to her as freely as to a member of the family. School problems, too, which would never be brought to the teacher and perhaps not to the principal become hers in a very short time. Questions of promotion, demotion, dissatisfaction with school, desirability of classmates and playmates are talked over with the visiting teacher,—as the school friend of the family".

Several visiting teachers mention the advantage which their teaching experience gives them in enabling them to explain away seeming school exactions and to suggest solutions for difficulties. Parents get a new vision of the school and of their responsibility to it, and their co-operation is thus assured.

Social Cooperation

When the situation calls for social adjustments, the visiting teacher goes about the task in much the same way as any trained social worker—analyzing the problem, gaining the family confidence, and, when necessary, seeking the co-operation of social agencies whose special function it is to handle the particular difficulty. Often she finds it of advantage to make a personal visit to these agencies to confer on the family's needs, and explain the school's point of view. Table III gives the number of visiting teachers who report co-operating with the agencies named, and shows considerable agreement in procedure as far as local resources allow.

TABLE III—CO-OPERATING AGENCIES.

Agencies	Number of Visiting Teachers
1. Relief Societies	57
2. Children's Courts or a Substitute	51
3. Girls' Clubs	51
4. Society for Prevention of Cruelty to Children	50
5. Probation Officers for Children	50
6 Recreation Centres	50
7. Church Societies	47
8. Boys' Clubs	47
9. Psychiatric Clinics	45
10. Nurseries	44
11. Parents Associations	35
12. Employment Bureaus	32
13. Probation Officers for Adults	23

Representing The School

Several visiting teachers state that they act as the school's representative in all matters of a social nature, and when social workers call at the school for information on children and families, they report for the school. This not only saves duplication of effort and time of administrators, but, because the visiting teacher is conversant with the field of social work, it enables the school to give to the social agencies the kind of co-operation sought.

Reporting Back to the School

Many visiting teachers emphasize as a most important factor in their work the report which they make to the school on the children visited. Their interpretation of the child's environment and special difficulties gives the class teacher new light on his behavior, and assists her in planning for his interests. When the school problem involved is intricate, a conference is held with the principal and teacher to determine the best plan to follow in adjusting the child.

Adjustments Made in the School

When the special needs of individual children are revealed, the school is ready to make whatever adaptations are suggested to fit each case, so far as its resources permit. The visiting

teachers' reports mention such special arrangements as: change of curriculum, trade training for motile-minded children, extra tutoring or extra periods in the handicapping subject, promotions on trial for the discouraged or indifferent whom the visiting teacher has stimulated to increased effort, late admission or early dismissal to accommodate a sick parent temporarily in need of the child's ministrations, transfer to open-air classes or examination and placement for mental defect for those whose histories show the need of such procedure.

The replies to the question asking what special classes are available to which the visiting teacher may recommend children are given in Table IV.

TABLE IV—SPECIAL CLASSES AVAILABLE FOR PROBLEMATICAL CHILDREN

Types of Classes	Number of Visiting Teachers Replying "Yes"
1. Mental Defectives	48
2. Vocational Classes	45
3. Anemic or Tubercular	41
4. Deaf	36
5. Blind	34
6. Crippled	34
7. Sight Conservation	31
8. Speech Defect	23
9. Special Defects	17
10. Rapid Advance	16
11. Neurotics	15
12. Probationary or Disciplinary	9
13. Opportunity	4
14. Retarded	2
15. Epileptics	2
16. Cardiac	2

Follow-Up To the question, "How long do you follow-up a case?", the majority of visiting teachers answer that they continue a case as a rule "till the condition is remedied", and then it is considered "closed" or

on the "inactive" list. The visiting teacher, however, usually retains her interest in the children as long as they remain in school. Although in general a case is under supervision until the special difficulty is adjusted, or the sinister habit is cured, yet the nature of circumstances will determine the amount of follow-up. Even when the school is satisfied to close a case, the family may not be, for many times the visiting teacher "finds waiting at her office door the mother whom she has advised in a former difficulty seeking her help in a new emergency".

Office and Office Hours

The majority of visiting teachers report that they hold regular office hours at their offices, which are usually in the school buildings. A few visiting teachers not supplied with offices express their great need of a private place in which to hold the necessary conferences with children, teachers, social workers, and such parents as seek them at school. The very nature of the work, requiring intimate talks with the child or with the teacher relative to the child, would argue the necessity of a private office.

The time of the office hour seems to be a matter of local convenience. Some visiting teachers hold their office hours at the beginning of the day, at which time new cases are referred. Others find a later hour, especially one toward the close of the school day, more convenient to teachers and social workers.

Time for Calling

In choosing the hour for a call, the visiting teacher is fortunately unhampered. She apparently chooses a time appropriate to her purpose, calling sometimes during school hours to interview the parent alone, or in the early morning, at noon, or in the evening to catch the working parent, or late in the day to meet the assembled family and secure their co-operation or to learn at first hand their reaction to the child, or at night to discover the influence of the neighborhood on the child's life and character. In urgent matters she may find it advisable to seek the father at his shop or factory.

Record Forms Visiting teachers everywhere have found it advisable to keep accurate records of important facts about the children referred to them, and practically every city has worked out as a time saving measure a record form on which as many items as possible can be easily inserted. The record form has not been standardized, but the printed forms in use in practically all the larger cities include, among others, the following items:

1. Identification data.
2. Why and by whom the child was referred.
3. Important facts about the school record—including mentality, proficiencies, deficiencies, behavior, attendance.
4. Important facts about environment and home conditions.
5. Special difficulties, characteristics, and tendencies.
6. Action taken:
   - With the child.
   - In the school.
   - In the home.
   - Through social agencies.
7. Outcome.

Reports Many visiting teachers state that they furnish their Boards with annual reports, compiled from their case histories. In some localities monthly reports also are made. The form of both reports varies from fragmentary to detailed and statistical, according to local demands.

Most of the annual reports submitted with the questionnaires were in narrative form, with a minimum of statistics, but no city seems to have worked out a set form for the annual report.

For monthly reports, however, New York City and Rochester use printed forms which call for a statistical summary of the month's work. That for New York calls for "comments" and for "one or more cases in some detail on attached sheets". The latter commends itself as a concrete method of giving insight into the character and scope of the work, including its difficulties.

IV

Why Children Are Referred to the Visiting Teacher

A QUESTION frequently asked by persons interested in visiting teacher work is: "For what reasons are children referred to the visiting teacher?" The Committee therefore undertook the task of finding out these reasons and of determining the relative frequency of their occurrence.

General Reasons

The replies to this inquiry are summarized in Table V. The "reasons" there enumerated are, of course, the reasons given by the school when the child is reported to the visiting teacher. In many cases, however, as will be shown in the following chapter, the underlying cause proves to be an unsuspected condition which the visiting teacher discovers and which may be remote from the cause or causes originally assigned or supposed to exist.

Out of a possible sixty, fifty-seven definite replies were received, three visiting teachers giving only a general answer on account of the special character of their work. The fifty-seven replies contained the following data:

TABLE V—GENERAL REASONS GIVEN FOR REFERRING CHILDREN TO THE VISITING TEACHER

Reason for Referring Children	Total number of Visiting Teachers naming this reason as occurring among their cases	Number of Visiting Teachers naming this reason as occurring first, second, third, etc., in order of frequency among their cases					
		1st	2nd	3rd	4th	5th	6th
1. Maladjustments in Scholarship	57	25	10	8	7	4	3
2. Adverse Home Conditions	57	16	11	11	10	6	3
3. Irregular Attendance	56	15	13	10	8	6	4
4. Misconduct	53	3	15	7	8	15	5
5. Lateness	49	1	4	9	10	8	17
6. Physical Condition	45	3	4	7	12	12	7

This table shows that there are six main reasons why children are referred to visiting teachers. Of these, the first two,—"maladjustments in scholarship" and "adverse home conditions"—are apparently of universal occurrence, since the entire 57 visiting teachers replying name them. Lateness and physical condition, on the other hand, which are named by but 49 and 45 visiting teachers respectively, evidently are causes in some localities and not in others.

The table also shows in how many instances each of these causes occurs first, second, third, etc., in order of frequency among the cases referred to the visiting teachers. Thus, of the 57 visiting teachers naming maladjustment in scholarship, 25 name it as occurring most frequently, or first in order among their cases, 10 as occurring second in order, 8 as third in order, 7 as fourth in order, 4 as fifth in order, and 3 as sixth in order. Looking at the table another way, one can also see that while 25 visiting teachers name "maladjustment in scholarship" as occuring most frequently in their cases, 16 give first place to "adverse home conditions", 15 to "irregular attendance", 3 to "misconduct", 1 to "lateness", and 3 to "physical condition." The most striking fact of this summary is that "maladjustment in scholarship" easily leads the list in order of frequency with "adverse home conditions" and "irregular attendance" second and third and the others trailing behind.

Specific Reasons

The replies of the visiting teachers also brought out interesting information regarding the specific character of the first four of the reasons given above. These data are summarized in Table VI.

This table shows, for example, that 50 visiting teachers reported that "maladjustment in scholarship" was stated by the persons referring cases to them as due to "subnormality", 49 as due to "retardation", 48 to "deficiency in lessons", and 34 to "precocity". The table also shows that while subnormality was reported as occurring most frequently, or first in order, by 11 visiting teachers and second in order by 6, it was reported as occurring third in order by 26 visiting teachers and

TABLE VI—SPECIFIC REASONS FOR REFERRING CHILDREN TO THE VISITING TEACHER

Reasons for Referring Children	Total number of Visiting Teachers naming this reason as occurring among their cases	Number of Visiting Teachers naming this reason as occurring first, second, third, etc., in order of frequency among their cases				
		1st	2nd	3rd	4th	5th
1. Maladjustments in scholarship:						
(a) Subnormality	50	11	6	26	7	
(b) Retardation	49	11	31	5	2	
(c) Deficiency in Lessons	48	29	10	8	1	
(d) Precocity	34	1	2	8	23	
2. Adverse Home Conditions:						
(a) Poverty	48	26	14	4	3	1
(b) Neglect	47	17	19	8	3	0
(c) Improper Guardianship	39	7	8	16	5	3
(d) Immorality	32	0	5	8	6	13
(e) Cruelty	31	0	1	6	14	10
3. Misconduct:						
(a) In School	45	33	4	8		
(b) Out of School	41	10	20	11		
(c) Involving Morals	38	6	16	16		
4. Irregular Attendance:						
(a) Suspicious Absence	42	17	13	12		
(b) Due to Home Conditions	38	20	15	3		
(c) Half-days Absence	37	9	13	15		

fourth in order by 7. It likewise shows that "deficiency in lessons" is more often given as the first reason for "maladjustment in scholarship" than either "subnormality", "retardation" or "precocity", since it is named as occurring most frequently by 29 visiting teachers while the other reasons are named as so occurring by only 11, 11 and 1 visiting teachers respectively. In a similar way the data under each of the other three general headings can be interpreted.

A study of the general trend [2] of the frequency with which the several reasons enumerated in this table occur shows that:

1. Under "maladjustment in scholarship" the order of frequency is: "deficiency in lessons", "retardation", subnormality", "precocity".

[2] In this case the median is used as the measure of central tendencies of the several distributions.

2. Under "adverse home conditions" the order of frequency is: "poverty" and "neglect"—the two most easily recognized by the class teacher—"improper guardianship", "cruelty", "immorality in the home".

3. Under "misconduct" the order of frequency is: "conduct in school", "conduct out of school", "conduct involving morality".

4. Under "irregular attendance" the order of frequency is: "suspicious absence", "home conditions", "half-days absence"—many visiting teachers stating that their schools have but one session.

It was also possible to note from the replies to this question the variation in the frequency of specific reasons in different parts of the country. In New York City, Boston, Springfield, Louisville and a few other places, for example, "maladjustment in scholarship" holds first place among the reasons given for referring cases. In Hartford, on the other hand, where retarded pupils are receiving special attention to their physical condition, the three visiting teachers gave "physical condition" as the most frequent reason. In Minneapolis, likewise, where visiting teacher work is intimately associated with that of the Bureau of Attendance and in cities which make little provision for following up attendance, "irregular attendance" was given by some as the foremost cause for referring cases.

From the foregoing summary it is quite evident that the visiting teacher is called upon by the school to grapple with a wide range of problematical children who need an intensive and extensive study of their individual needs and capacities which it is not reasonable to expect from the class teacher. How the visiting teacher handles these problems is the subject of the following chapter.

V

How the Visiting Teacher Analyzes and Solves Her Problems

IN DISCUSSING the way in which the visiting teacher analyzes and solves the "problems" submitted to her it is almost impossible to adhere strictly to the classification of cases on the basis of the "reasons for reporting" presented in the preceding chapter.

Not only is it true that children are frequently reported for more than one reason, but also that upon inquiry these reasons are usually found to be more or less closely intertwined with or caused by other conditions not at first perceived. So intimately associated are these varied reasons at times that it is difficult to tell with precision where one ends and another begins. For example, "poor scholarship" may be really due to "misconduct", "irregular attendance", or "adverse home conditions"; or "misconduct" and "irregular attendance" may be the outgrowth of "maladjustment in scholarship" or of "poor health". The possible combinations are so numerous as to make a comprehensive description of them bewildering unless a simple grouping is employed. For this reason the following classification will be used:

1. Maladjustment in Scholarship.
2. Adverse Home Conditions.
3. Behavior Problems and Prevention of Delinquency.
4. Leaving School Prematurely.

This grouping indicates those phases of the work which were most emphasized by the visiting teachers in the reports, stories, published articles, etc., submitted to the committee in

the course of the inquiry and comprises summaries and illustrations of the various types of cases the visiting teacher handles.

1. MALADJUSTMENTS IN SCHOLARSHIP

Children Deficient in Lessons

The foregoing statistics show that by far the largest number of children "maladjusted in scholarship" are referred for "deficiency in lessons". This group includes the child whose previous record is not necessarily bad, but who at present is unaccountably doing poor work. The majority of such cases have a cause which may be removed if discovered in time. The visiting teacher by early inquiry into these cases is "getting ahead of retardation", and fulfilling her preventive function by keeping the child from repeating grades.

Among the causes for deficiency in lessons due to conditions outside of the school that are most frequently mentioned in the reports are: After-school work, excessive housework, exhausting "finishing" or other factory home work; lack of time for recreation, rest and study; lack of parental control, leading to late hours and bad companionship; indifference of child or parent toward school progress, or ignorance of child's class standing; no place to study; poor nutrition; unhygienic living; neurotic disorders; nervousness caused or aggravated by financial difficulties or domestic quarrels. With all these factors the visiting teacher copes. When she has discovered the cause, her next step is to adjust it.

The majority of parents are interested in the child's progress, but frequently, the visiting teachers report, interest has to be developed and many have to be shown that some action or inaction on their part is hindering the child's education. The experience and ingenuity of the visiting teacher find a way to have the store "minded" without William's help, demonstrate that "finishing" for school children doesn't pay, find a counter attraction to keep motherless Jennie off the streets at night, or get an uncle to help and encourage Peter in his school work.

Several visiting teachers reporting from cities where home

work is still required find that home habits of study have much to do with failure in class recitations and low marks in tests. They state that the child may "have done his home work with one ear to the family conversation", or may be accustomed to spend all the time he pleases on lessons, and then in tests, because of his habit of dawdling, he fails to finish; or he may depend on other children in preparing lessons, so that his mind looses its aptitude for independent work. Parents see no harm in such sluggish habits; the teacher does not know of them; but the visiting teacher discovering them, substitutes good habits that tend to increase mental alertness, concentration, association of ideas, time saving, and regularity of hours of study. Even apart from the gain in school progress, the visiting teacher finds that the child has gained in method and character.

Many visiting teachers report that recreational facilities are not available or are extremely limited in their localities, and that "all work and no play" has produced the proverbial "dull boy". What recreation of a wholesome nature many communities have is often due to the initiative of the visiting teacher—in organizing boys' and girls' clubs, excursions to the country, hikes, etc. Especially among the foreigners, the "children have actually to be taught how to play". Out-door life for girls, and the educational value of games have to be insistently taught. Through the development of a healthier physique, the visiting teacher is seeking to stimulate her laggard-in-lessons to a better all-round activity.

1. Julia, in the graduating class, was reported for indifference to lessons, impertinence, neglect of person, resentfulness when reproved. The visiting teacher found she was the eldest of nine children. The father had her help him in the shop afternoons and evenings and did not know how this work was affecting her lessons and disposition, but blamed the child for her failure. The visiting teacher planned alternating hours of work, study and recreation; the father agreed, and Julia promised to try. Effort and marks immediately improved, and the child graduated with her class.

2. Boris dropped from an honor boy to "C" in proficiency. The teacher and the mother could not account for it. The visiting teacher discovered that he had formed bad friend-

ships and drew him away from these, by providing new and wholesome interests. There were no more "C's" in lessons.

3. Henry's mother could not believe the visiting teacher when told he was deficient in lessons. Was she not giving her "smart boy" Hebrew lessons for two and a half hours a day, violin lessons for which he practiced two hours, earning the tuition by doing her chores? "Recreation?" Of course not! "Time to study?" Yes, before he went to bed. The visiting teacher recommended that his occupations be cut in half, and time be released for play and study. The mother took the advice and the boy's school standing became satisfactory.

Retarded Children

Adjustments for retarded children depend on the degree of their mentality as well as on out-of-school factors. Since fifty visiting teachers report using mental tests, and forty report special classes for subnormal children it is safe to assume that the majority of mentally defective children are provided for. But the borderline, the slow normal, and the concrete minded are harder to adjust. The visiting teachers have not been slow to take advantage of special classes—trade or shop—or modified curricula where these exist.

The tests have also been used to furnish a guide for analyzing the cause of educational maladjustment, and to give "a ready index to the child's emotional complexes". With or without the test a child cannot be prescribed for off-hand, but becomes an object of individual study. Through her study of the child's failures and personal equipment and in the light of his personal history, the visiting teacher seeks to work out the cause and the remedy. Educational tests, consultation with an educational psychologist, observation and study have furnished the clue. Often she is able to assist the class teacher with suggestions as to special interests or motives. When the difficulty has been discovered, a little timely help in the teacher's spare time, a friendly tutor with the spirit and patience of an explorer, or a change of method or approach may start the child on the road to progress.

4. Fred had been four terms in the second grade, and was to be advanced to the next grade because he was 10 years old,

although he was not up to promotion standard. He was restless, forgetful, inattentive, uninterested, frequently absent.

The visiting teacher found that his behavior was much the the same at home. She secured the mother's consent to a physical and mental examination. The physical examination showed peculiar defect in vision; when he got glasses his "restlessness" ceased, for it appears he had been in the habit of jumping up to see what the other pupils were doing, and was scolded for disorder when in reality he was trying his hardest.

The psychiatrist who examined him said that he showed poor visualization and recall, and must be taught to use his brain if he were ever to succeed. Therefore, the visiting teacher and the class teacher in spare time gave exercises to develop his latent mental powers. They made a "fine game" of remembering, and aroused his interest in increasing his score. They applied the same method to his spelling and tables till his attention controlled his imagination. After a few weeks his teacher recommended him again for promotion. He went to the next grade and made good. "He had discovered his mental machinery and enjoyed using it."

Precocious Children

Although 34 visiting teachers report that precocious children are referred to them, only a few report that they play any important part in their work. However, the "retarded precocious" child has only recently begun to come into his own; and the fact that children are not referred to the visiting teacher as precocious has not deterred her from finding them out. The following stories illustrate how she discovers them, and the advantage the discovery plays in their lives:

5. William had been one year, nine months in a 4A class when he was referred to the visiting teacher. He had behaved atrociously in school, been expelled for a furious outburst of temper; had broken a shop window, and been taken to the Children's Court. His widowed mother, with scant income and 9 children, welcomed the visiting teacher's interest and investigation of her difficult boy. The visiting teacher gave William a Terman Test, and he surprised her with an intelligence quotient of 140! With this information she accompanied him back to court, and when the judge asked her for her recommendations in the case, she suggested that he be sentenced to "hard intellectual labor in a rapid-advance 5A class". The judge pronounced this sentence, and William started on his

new career. Although he had to travel some distance on a street car to the school having a suitable class he never missed a day. His mother gladly paid the carfare out of her income and put up his lunch to try the experiment. He soon made good in lessons, and his conduct changed, although there were times when his exuberant spirits got the better of him. He possessed a keen sense of justice, and his class-mates elected him class president, in spite of his shabby clothes. In educational tests given a few months later to the entire school, William stood highest in his group.

6. For three years Sam had given all his teachers except the dramatic teacher the impression that he was dull. He had been a disciplinary case and frequently reported to the principal. His teachers thought him feeble-minded, but when the visiting teacher's investigation showed that out of school he made friends with engineers and mechanics who taught his eager mind many things about their machines and allowed him to run engines and motors, she gave him an intelligence test. He rated so high that she suggested he be advanced two grades. This was done, and he immediately began to improve. There were no more shamings in school or trips to the principal's office except to show a good report card. Sam had found his proper level.

One visiting teacher comments: "I find many children who are reported for poor lessons, and restless, anti-social conduct, even amounting to their being 'pests' in school, who are really bored to death by dull companions and lessons too easy for them. They may have been kept back for just one subject or for conduct. Their teasing and insubordination cease, once they have sufficient mental activity to keep them busy. Recently five children given to me as failures in lessons were advanced one half grade after my study of them at home and in the classroom. In making my recommendations, I took into consideration environment, age, grade, intelligence, and personal emotional tendencies".

"Queer" Children

Children mentally peculiar or "queer" have been referred to the visiting teachers without apparent differentiation, and through hours of investigation they have been able to get the right slant on each case and make the adjustment which would otherwise in all proba-

bility have been left to chance. As an example of the sorting out process, one visiting teacher submitted a summary of about 20 cases from which the following brief histories have been selected:

7. An attractive girl in the graduating class, whose written work was perfect, had not spoken to a teacher for over two years. The visiting teacher sent her to a psychiatrist who diagnosed her case as possible dementia præcox. Under treatment and supervision she improved and is now attending high school.

8. A girl in the 7th grade was reported as feeble-minded. The visiting teacher found that the mother had minimized the symptoms to the examining physician and persuaded her to return and tell the symptoms truthfully. The doctor diagnosed the case as a serious form of chorea, and prescribed absolute rest in bed for weeks.

9. An unusually prepossessing boy of 11 in the 3B grade who seldom talked was found to have a mental age of 4 years and placed in a class for mental defectives.

10. A boy in an "opportunity class" whose conduct and lessons were "shocking" was found by the visiting teacher to have bad home environment and a cruel father who beat him. He was also mentally two years ahead of chronological age. He was advanced two grades and was "skipped" at the end of the term. The home situation was improved as much as possible.

Even in schools where the children have been reclassified on the basis of mentality, visiting teachers report having found children whose scholastic attainments did not tally with their intelligence quotients, and whose "physical condition", "out-of-school influences", "family history", "character disabilities", etc., had to be taken into account in interpreting their failures. Adjustment of the adverse home conditions, whatever they were, resulted in bringing these children up in lessons to the level where their intelligence showed they should be. The following history illustrates this type of child:

11. A boy of nine with an intelligence quotient of 120 was doing very poor work, in the 4th grade. The visiting teacher found that he read till 11 at night "any books he found in the library." He rarely went out—"not in this neighborhood!" The visiting teacher correlated his reading with his

lessons; interested him in out-door athletics; and with the mother worked out a vigorous daily program which left him at night physically tired and mentally satisfied, and ready to retire early. Interest and oversight brought this child up to the standing which his ability warranted, and in addition changed him from a dreamer and laggard into an energetic boy and pupil.

2. ADVERSE HOME CONDITIONS

Unfavorable home conditions become the problem of the visiting teacher because of their bearing on the child's general welfare and his school progress. The class teacher may not be aware of the real situation in the pupil's home, but she is keen to "sense something wrong", and refers her suspicions and anxieties to the visiting teacher whose training and experience enable her to get at the heart of the problem.

Inefficient Homes

To every visiting teacher are reported children who come from homes where the mothers fail to realize why and how seriously their children are handicapped by being sent to school late, or breakfastless, tired, untidy, unprepared in lessons, etc.—all conditions which can be remedied by better household regime and especially by planning ahead. Many bustling mothers are poor managers and fail to provide clean clothing, to supervise washing and dressing, or to train the children in hygienic habits. At the last minute before breakfast the child is sent for "rolls and milk" and is consequently late for school. The mothers need to see that the responsibility is theirs, though the punishment falls on the children. Friendly counsel and explanation on the part of the visiting teacher often serve to stimulate family pride and responsibility, assuring speedy improvement, but, on the other hand, many homes must be patiently educated to change their attitude and adopt wiser methods.

A simple adjustment, as in the following story, may mean a great deal to the child and yet would probably never have occurred to the family had the visiting teacher not brought it to its attention:

12. Philomena was as "good as gold" in the class, but unaccountably poor in lessons. She came to school every morning breathless, tardy, unkempt, looking tired and dejected. The visiting teacher found that when not engaged in "finishing coats" she cared for a two year old brother, who demanded to be carried when taken out for an airing and claimed constant attention, besides confiscating and destroying her school books and pencils. At the visiting teacher's suggestion a go-cart was provided to relieve Philomena's back and keep the children outdoors longer; a strong shoe box was kept on a high shelf to hold the school materials in safety; the sewing was lessened, and by planning ahead the child was saved the hurry and the tardiness caused by the morning errands. The result was a happier, straighter child and a clearer brain for school work.

Overworked Children

Poor household management also results in serious over-work. Girls sometimes have to assume the burden of the house-work, and many children add to the family budget by after school jobs. Where real poverty exists, as in the case of a 12 year old boy who contributed to the support of his widowed mother by working all night as a truckman's helper, retiring at 6 a. m., snatching his sleep before and after school, the co-operation of relief agencies is secured. In other cases, divers ways are worked out to relieve the child and provide time for rest and play.

Need of Child Training

The parents' lack of knowledge of child training becomes apparent as soon as one visits in the homes; nor is this need confined to the busy housewife of the tenements. To use a simple illustration, many a child is punished for "badness" who is only expressing natural childish exuberance which in crowded quarters is more wearing on the family's nerves than under other conditions. In such cases the child's need of active play and various other needs of his developing personality are explained to the family.

The following story shows the reaction of such homes on the child:

13. Archie, 13 years old, in 8A, was reported as "D" in conduct. He was able to do his work, but made little effort. The mother had been sent for without success. When the

visiting teacher stated the reason for her call, the mother exclaimed "I know all about him. I can't help it, send him away!" The visiting teacher drew out that she was irritated by ill-health, the decline of the business at which she had overworked, and her "bad boy". Archie had refused to remain at home and take instruction from the Rabbi. He owed the library for a lost book and so the parents had forbidden him to read. He must not join the Boy Scouts as they "would make him a soldier". Everything he liked was forbidden. After school he helped his father in his shop.

Being naturally fond of reading he spent his pennies on the cheapest books he could buy, and read them secretly at night. Consequently, in school the next day he was not a promising pupil.

After considerable persuasion, the mother accepted the visiting teacher's suggestions of change of treatment. She allowed Archie to join the Scouts, to draw books from the library, and the class teacher supplied a list of helpful books. He had "A" in conduct next month and there were no further complaints. He was promoted at the end of the term. Frequently the mother has exclaimed that the visiting teacher's advice was "worth a hundred dollars" to her as she had been most desperate and discouraged over her son's conduct.

Broken Homes Reports of visiting teachers emphasize the bad effect on the school child when one parent fails to function in his care. They report situations that arise when the father deserts or is shiftless, when the parents disagree, when one parent is a chronic invalid, neurotic, insane or feeble-minded, when a step-father is antagonistic, or when a widowed mother goes to work or both parents are away working, thus leaving the children without proper guardianship. Or there may be a taint of immorality in the home and the child himself be exposed to corrupting influences.

The visiting teachers' reports show resourcefulness in coping with these situations. Her personal appeal with parents is strong because her argument is the advantage which accrues to the child. She enlists the help of members of the family, relatives, neighbors, or a social agency, as the situation may demand. Although the family may be known to these

agencies already, the effect of the situation on the child's schooling may not be known, and the visiting teacher's intimate knowledge of the child gives new light to the agency or suggests a measure that will help the child. Every agency cooperates when the child's welfare is concerned. The visiting teachers mention the help given by a great variety of organizations ranging from nurseries to homes for the aged, from playgrounds to desertion bureaus.

Occasionally conditions prove to be so serious that temporary breaking-up of the home has to be advised. For example:

14. Alice and her little sister were both jumpy, scared-looking and very secretive. Mary was dreamy and apathetic toward all her school work except reading. Neither of their teachers was able to elicit any explanation of their occasional unkempt appearance or their state of mind. The visiting teacher found a pitiful condition: a refined, young, insane mother with persecution delusions which had caused the family to move so many times that their furniture was reduced to dilapidation, and a young father who had taken to drink because of his trouble. She showed the father the effect the home conditions were having on the development of the children, and persuaded him, though not without difficulty, that his wife's insanity was not a shame to be hidden but a disease needing medical care. She then put him in touch with a society which provided treatment for his wife; and since the grandmother was too feeble to care for the children, helped him to find a good home for them until such time as his wife should recover or he could make better arrangements. Obviously to neglect inquiring into such undermining conditions would be to miss an essential in the business of "fitting children for life".

Home Conditions and Irregular Attendance

In varying degrees in different places, irregular attendance is referred to the visiting teacher. In this field her work is essentially preventive, and goes further than merely "bringing up" attendance. Her aim is to prevent the evils which almost inevitably follow irregular attendance: retardation, truancy, "hating school" and the desire to "quit" at the earliest possible moment.

The report of the Teachers' Council, New York City, dated October 1919, reads in part:

"We need a campaign of education for education.... We must educate the child. It cannot be done when the parent believes that an errand is more important than attendance at school, yet an older brother will not lose one half hour from his job to attend to this errand....

"The remedy most clearly indicated, is the VISITING TEACHER. It is the personal method that tells in these cases. The visiting teacher explains the law and the reasons for it, stimulates the interest and pride of the parents, increases their intelligent co-operation to a marked degree."

The above quotation brings out the fact that much of the irregular attendance is due to failure of parents to realize both the importance of regular attendance and the consequences of irregularity. This is especially true in the primary grades. "Children don't learn much there anyway", mothers are quoted as saying. The visiting teacher has the opportunity to impress on these mothers the effects of irregularity not only on the child's progress, but on his life habits and character development ,thus preventing much trouble for the child and the school later on.

Since irregular attendance is almost automatically checked up in the classroom, the teacher frequently perceives through it symptoms of adverse conditions in the child's life which are fundamental and of much more serious import than mere absence from the classroom. These cases she brings to the attention of the visiting teacher for study and correction of underlying causes. The true cause of broken attendance may be economic or social difficulties in the child's home, a neurosis or a maladjustment in scholarship, a misunderstanding of the teacher's attitude or disciplinary measures, or some other school problem, which it is within the province of the visiting teacher to adjust. The following story will illustrate such cases:

15. Writing of backwardness in school children due to irregular attendance in the first grades, a visiting teacher tells of a boy of 12 who had been on the school register for seven years and was just beginning the fifth grade. Here his ir-

regular attendance was brought to her attention. A study of his record card showed her that during the first three grades he had been present but 50% of the time, and had moved frequently. His attendance before the compulsory school age had been nobody's business. The visiting teacher got at his real reason for disliking school. He knew that he was far below other children of his age, and he disliked to meet new teachers and new boys on that account. The visiting teacher analyzed with him and his parents his school record so that they would see that his absences and movings were the real cause of his deficiency. She promised that if he were willing to study she would secure help for him. A high school neighbor volunteered to tutor him, and drilled him on the arithmetic tables, etc., that he had missed. Under the visiting teacher's supervision and encouragement, he made the 6th grade, studied in vacation, and in the seventh grade stood third in the class.

At fourteen he was approaching graduation when he announced with a sob in his voice that his father was going to take him out to work. But the visiting teacher interviewed his god-father who made it possible for him to stay in school. He graduated with honors, went to high school, and he is now a Freshman in the law school.

3. BEHAVIOR PROBLEMS AND PREVENTION OF DELINQUENCY.

Misconduct is reported by fifty-three visiting teachers as one of the reasons for which children are referred to them. This misconduct usually occurred in school, but it may have been reported from outside. The term also covers cases of a graver nature bordering on immorality.

Misconduct in School

Every principal knows the amount of time spent in solving petty thefts in school and in sifting true from false excuses for failure to live up to requirements. The cleverest deceiver is apt to get away with the lightest sentence unless there is someone to follow up with a home investigation. "The loss of time", states the Report of the Teachers' Council, New York City, "to teachers and principals, at the expense of normal children through pupils who require special handling is very great.—Teachers and principals spend an undue proportion of time and effort on cases

of this kind, in the desire to give the individual all opportunity due him. The burden of such a task should not, in justice, be assumed by the teacher of a regular class". Many such problems of behavior are left, after the primary questioning, for the visiting teacher to solve. She begins her investigation in the school and carries it to completion in the home.

In the home, children give her their confidence on their school difficulties, their friends, their pet ambitions and aversions, their jealousies, their philosophy of life. There is opportunity to make plain to the child that certain undesirable conduct on his part brings certain results in school and home and certain reactions from his mates. Then comes patient follow-up, constant renewing of interest and stimulation, until these children attain force of character and the habit of inhibiting wrong tendencies. The following stories will illustrate the visiting teacher's handling of misconduct:

16. Edna brought a $20 bill to school "to pay for a scout suit" and with it some cheap presents for the teacher, The teacher doubted her story that she had found the money. She had told untruths before in defense of her poor lessons. At home, when questioned by the visiting teacher, Edna still clung to her story, but finally admitted that she had stolen the money from a drunken boarder. Then the mother admitted former thefts and money secretly borrowed from the grocer "on account." The visiting teacher waited for the father, and got his co-operation in a promise to eject the drunken boarder from the tiny three-room apartment, and to see personally to Edna's ethical training. Although the parents and the visiting teacher watched her carefully, there was no lasting improvement in either lessons or conduct till, on the visiting teacher's advice, she was sent to a psychologist for examination. The tests seemed to reveal Edna to herself, and she began to take an interest in her own condition. Veracity and arithmetic both began to improve. Under careful supervision Edna broke away from her bad habits, and spent her afternoons in studying music and at a club for girls.

17. John had always been "old reliable" at school, and, though not brilliant, had earned many posts of trust, but lately in his graduating year he had become indifferent and dull; his work suffered and his promotion was in danger. When finally

he began to present frequent excuses to be dismissed early in order to attend dispensary at irregular and unaccountable hours, the visiting teacher was asked to investigate. He could give her no very clear account of his symptoms, nor of any doctor's report on his case, so the visiting teacher offered to accompany him to the dispensary. Then he admitted to her gentle but relentless probing that he had never presented himself to a doctor, that he had always become frightened before his turn came. It thus came out that he had been getting into personal habits that he had heard might have dire results both to his physical well-being and to his mentality. He was thoroughly frightened and humiliated, and had reached such a pitch of emotion that he was totally unable to carry his school work. The visiting teacher had by now won his confidence. She took him and his mother by appointment to a private doctor who gave him information and wise suggestions on hygiene. Immeasurably relieved in mind, John took hold of his studies with new zest. It was already late in the term, but he managed to graduate, and is now in high school and doing well.

One visiting teacher's report contains the statement, "the visiting teacher must have the personality to induce in the child the incentive to change, and the social vision to see in the weakling and the erring—not criminal intent, but energy going to waste and her opportunity to redirect and conserve it as a community asset. She must distinguish between a hypersensitive temperament, a neurotic disposition, mischievousness due to lack of proper employment, malicious influences from environment, and an undeveloped moral sense".

In cases where the visiting teacher attributes the cause of misbehavior to a neurotic condition of the child, she usually persuades the parent to seek the advice of a specialist. That the visiting teacher's study of the child in both his school and family relations and frequently in episodes of his street and play life has been of inestimable value in helping the psychiatrist in his diagnosis is attested by several specialists[3]. She is in a position to observe many incidents in the child's life and to learn much of his past history which the parent is apt to ignore as inconsequential. She also sees that the specialist's

[3] Mental Hygiene, July, 1919.

recommendations are carried out at home and in school, and keeps the neurotic child and the emotionally unstable under her supervision for months and even years. If advisable she arranges to send the child to a convalescent home, or to a home in the country.

Misconduct out of School

Child misconduct out of school may be reported by neighbors or playmates, but more often parents come to ask the help of the school. The visiting teacher studies the child, taking into consideration many factors including the fundamental differences in personality in the family group, the clashing of temperaments which makes for conflict of emotions. She studies the reaction of the home on the child. As a result the conversation with the parent may take the form of simple adaptations of child psychology or lessons in habit formation. The visiting teachers' suggestions range from showing the mother the mischief of giving Julia pennies every time she cries for them, or "licking" Jo when he won't eat breakfast, to the establishment of good habits of diet and hygiene, and avoiding habits of contrariness and irritability or slavishly doing everything for the child, thus denying the child the opportunity of self-development. One visiting teacher writes that by showing the mother the origin of one child's difficulty, she suggests to her "how to avoid the same mistake with the others". Her principal says, "We have less trouble with the children coming from homes where the visiting teacher has worked".

Prevention of Delinquency

The visiting teacher must often confront problems arising from over-crowding in the tenement homes where frequently the male boarder is found to add to the difficulties of the situation. It is not easy to maintain very high standards in a congested neighborhood where every phase of life is found, almost under one roof, and where any degree of privacy is almost out of the question.

Frequently the dire effects of such conditions come to light through the obscene note, the suggestive remark, the questionable picture. To these, as symptoms of unwholesome

interests and surroundings, the visiting teacher gives her attention. Her work along these lines is of a distinctly preventive nature, helping those children whose unsatisfied curiosity or love of companionship, unwise choice of companions, however adverse, or lack of moral training is tending to lead them astray. Sometimes working parents, under stress, leave their children to the education of the streets. Often they are unaware of the danger until the visiting teacher brings the matter home to them. So much helpfulness has resulted from a little timely oversight and advice, and a redirecting of the child's thoughts and activities, that this phase alone of the visiting teacher's work is worth all it costs.

The New York Times published the following in a letter from Franklin Chase Hoyt, Presiding Justice, Children's Court, New York City, in October, 1919:

"I have been in close touch with visiting teachers' work for several years, and know that many children would find their way annually into the Children's Court if they were not assisted by a visiting teacher at the critical moment in their lives when the sinister influences of their environments begin to destroy what the schools are endeavoring to build up.

"The most effective treatment of delinquency and crime is their prevention. It saves human misery and taxpayers' dollars."

The visiting teacher seeks to turn the gang spirit among the boys into a community asset. Many adolescent girls, as well as the boys, are without suitable recreational facilities for which the visiting teacher must make provision. In many cities, the visiting teachers have found it necessary to organize groups to meet the need for healthful, stimulating interests. Among these are found scout groups, gymnasium classes, dramatic clubs, dancing and cooking classes, city history clubs and "evening social clubs" for the girls who "must go somewhere." In some of the smaller cities new clubs and attractions are undertaken by the visiting teacher. In Hartford a successful evening club was organized for adolescent girls. As an outgrowth of her work with individual children in other cities, other community needs such as day nurseries, homes for neg-

lected children, social settlements and scholarship funds have been pointed out by the visiting teachers and met by the community.

Rumors of neighborhood evils that are affecting the lives and morals of the children are confided to the visiting teacher as she goes about. Then she sets in motion agencies in the community to create counteracting and constructive forces that will safe-guard the children's morals and develop sound American citizens.

18. In a congested part of the city, Lucy, aged 11, was losing her interest in lessons and coming late to the afternoon session, offering as excuse that "mother was sick", but her classmates whispered that she was talking to boys on the street. The visiting teacher went to the home, and learned from the bed-ridden mother that Lucy had changed since coming under the influence of a playmate and neighbor, Elsie. Lucy's father was insane, and her brother an invalid home from the war. Lucy escaped at 3 p. m. from this dreary home atmosphere to go, no one knew where, till she was sought and brought home at 11 p. m. The visiting teacher saw the necessity of getting acquainted with Elsie, and went to her school. Elsie had an unenviable record for repeating grades, half days absence and poor conduct. The visiting teacher took this record to her home and questioned the parents. They were aware that Elsie had been left back and that there were days when she had not been at home as well as absent from school. But they had been unable to find out where she spent her time. The visiting teacher was not content with her explanation that she went "no place", and finally by careful probing, based on a study of the record card, showing at what date the child began to go wrong, got the information she was seeking.

The visiting teacher communicated with the Children's Society, and within a few hours they had put under arrest a man who had been teaching immoral practices to Elsie and a score of her friends. The man was convicted and sent to jail. The visiting teacher took the children under her care and looked out for their recreation and companionship as well as for their lessons. Lucy became at once, when the friendship with Elsie was broken, a better student at school. Her mother lived to see her become again her faithful nurse and housekeeper.

Elsie, because her habits of delinquency were stronger, needed careful supervision at school and at home, but the home

co-operation was secured, and she goes "no place" now that is not accounted for. Her interest in school was aroused so that she is now making normal progress. Her character is slowly developing, good points long dormant showing in her changed attitude.

4. LEAVING SCHOOL PREMATURELY

All sections of the country report as a big problem the number of children leaving school before graduation. Many boys and girls seek working certificates not because of economic pressure, but because they are discouraged or "misfitted" into the educational system, or because they are lured by the earning power of comrades. In some schools the visiting teacher investigates the requests for working papers before the employment certificate is issued, interviewing both the parents and the child. Frequently she is able to work out some emergency plan so that the child's help will not be needed at home; or, where there is financial stringency, she places a member of the family in a better paying position, secures a scholarship or financial help. Where she discovers that the working paper is sought because of some maladjustment at school, she straigthens out the difficulty through the co-operation of the instructors.

Keeping Children in School

Many children would end their school-days upon graduation from grammar school were they not persuaded by the visiting teacher to continue into high school. Many parents are misinformed regarding high school, or know nothing of the advantages open to those who have had secondary and college education. The visiting teachers connected with high schools meet with the same tendency for children to drop out of high school during the restless period of adolescence; but through a sympathetic recognition of their difficulties keep many from giving up their course. A little timely advice, extra help in lessons, or suggestions for a more congenial course of study arouse a new enthusiasm and throw the balance in favor of education.

19. Kate wanted to drop high school altogether; she "hated it so", and her parents had kept her to her studies only by a continual struggle. The visiting teacher called upon her, and noted that she was very shy, made no friends and took part in no school activities except recitations. The visiting teacher persuaded her to return to school, and interested two of her teachers and the librarian in her. The latter asked Kate to help in the library during the study hour.

Through this close association the librarian won her confidence, and gradually brought her into contact with other girls. Kate is almost a new girl now, regular at school and happy in her work.

20. Jim is the oldest of seven children of foreign parents. The mother explained to the visiting teacher that, on account of her husband's insufficient wages and of her inability to go to work because of a small baby, their eldest son would soon have to forego school for work. The boy was therefore planning to enter a trade school for his last two years. A bright, energetic boy, small for his age, always alert on current news, fond of reading, of history, and—according to the mechanical training teacher—not at all mechanically inclined, was to be sent to a trade school! It did not take long to persuade *him* that he ought to go to high school and then to the university. It was presented to the parents that there was no reason why their son might not study law or enter some other profession. After the visiting teacher promised that she would continually keep in touch with the boy, getting him part-time work, and helping to supply books and other school necessities, the parents agreed to the plan. The visiting teacher hopes to see him safely through the four years of high school, but even if he should not be able to complete the course, it is probable that the additional study will secure him employment more suited to his aptitude than the machine shop.

Vocational Guidance

While all visiting teachers seek to inspire a high purpose in the children and show them how to attain it through a college or vocational education, the visiting teachers of Chicago and Minneapolis add to their other duties that of vocational counsellor for their schools. Adjustments are made by all visiting teachers whereby the boy or girl is placed in a school or a class suited to his major interests or to his special mental or mechanical ability. In most cities, however, vocational guidance is a

separate department to which visiting teachers refer children, with helpful information and recommendations based on their long acquaintance with the family and intimate knowledge of the child.

5. PROBLEMS OF THE FOREIGN BORN

Nationalities Visited

As a further index of the character of the visiting teacher's work, the questionnaire also asked for the approximate percentage of the nationalities visited. Twenty-two nationalities were reported by 48 visiting teachers. As will be seen from Table VII, more than 23% of the work is done among American families, leaving 77% immigrants of more or less recent arrival. Of these, the Italians and Jews together represent about 47%, and all the others collectively the remaining 30%.

TABLE VII—NATIONALITIES VISITED BY VISITING TEACHERS

Nationalties and Races	Number of Visiting Teachers	Percent
1. American	38	23.33
2. Italian	34	21.11
3. Jewish	33	25.5
4. Polish	24	4
5. Colored	23	6.5
6. Russian	20	11.11
7. Scandinavian	17	4.16
8. German	14	small
9. Austrian	13	2
10. Hungarian	9	small
11. Finish	1 to 4	small
12. Danish		
13. Japanese		
14. Indian		
15. Irish		
16. French		
17. Slovak		
18. Greek		
19. Armenian		
20. Syrian		
21. Chinese		
22. Swiss		

There is an apparent discrepancy between the *percentage* for American, Jewish and Italian families and the *number* of visiting teachers reporting these nationalities as shown in the two columns, but the disagreement is only apparent. While actually fewer visiting teachers report visiting Jewish and Italian families, the percentages of the Jews and Italians visited are greater. Many visiting teachers report their districts 85% to 99% Jewish or Italian, whereas only a few report a large percentage of Americans. The tendency of the Jewish and Italian immigrants to live in Ghettos and "Little Italy's" makes the school population for those districts fairly homogeneous. Furthermore, Jewish immigrants live in cities, where most of the visiting teachers are located, and are well represented in the schools, since the Jewish immigrant more than any other brings his family to America and endeavors to keep his children longer in school.

The heterogeneous character of the school populations may be seen in the reports. Ten visiting teachers, each, work with children of six nationalities; four with seven nationalities, three with eight, and four with as many as ten.

From Minneapolis one visiting teacher reports that 98% of her cases are foreigners, of whom 75% are Russian Poles. Another reports 76% Russian Poles. Both of these speak the Slavic language. Two others report a large percentage of Scandinavians. The remaining visiting teachers in Minneapolis are assigned to districts of mixed nationalities.

Chicago has two visiting teachers in districts largely Italian, and one in a predominantly Polish district. In Hartford the work is carried on in a population largely Jewish and Italian.

From New York City six visiting teachers report working in districts predominantly Jewish (81-96%) and two in districts largely Italian (75-85%), one among colored families and the remainder among a variety of nationalities. In Boston four visitors work in Italian neighborhoods, three in Jewish, one in an American district (98%) and the remainder among mixed nationalities.

The visiting teachers reporting neighborhoods predominantly American represent Minneapolis (2), Rochester, Raleigh, Louisville, New York City (1), Glen Ridge, Kansas City, Boston (2).

Colored Children

Of the twenty-three who report colored families, all give negligible percentages, except two—one in Raleigh, and one in New York. These two devote practically their entire time to colored children.

"Americanization"

Naturally the parent who will most need to have the American school interpreted to him is the foreign-born parent. Our American ideals of education, our school attendance, child labor, and other laws for the protection of the minor, represent a different point of view from that held in many foreign countries. If, as is too frequently true, the American schooling of the child creates a gap between him and his foreign-born parent, then the visiting teacher is the first in the field to forestall this disaster. She brings the parent into sympathy with the work and aims of the school, of which he frequently has but scant information. and acquaints him with the developmental possibilities of his child. The child is progressing toward "Americanization" by much more rapid strides than the adult. The visiting teacher, while eager to preserve all that is good in the foreigner's traditions and consistent with our democratic ideals, leads the conservative parent, through the needs of the child, to realize that he must live *with* his child, seek recreation with the family, enter into the daily life of the child, sharing his language, his books, his companions, his aspirations for the future. The immigrant who despairs of controlling his liberty-loving American off-spring is given a new vision of parental obligation, and the child safe-guarded from losing his respect for his "green horn" parent.

A letter from the New York Principals' Association addressed to the Board of Education, New York City, October, 1919, emphasizes this phase of the work:

"Only those of us who have worked among our great foreign population, with its ignorance of Anglo-Saxon traditions and ideals even more than its ignorance of our English tongue; or who have had to struggle with the moral and disciplinary problems that are rampant in so many parts of the great city, can realize how important—how necessary the work of a *visiting teacher* is. In the home, numberless adjustments can be made,— questions of law explained, America's attitude toward children be made clear to people who have no faintest glimmering of such a conception of duty, aid—medical or financial—arranged for when necessary, investigations made which enable the school to deal intelligently and humanely with individual cases—in short, work absolutely necessary to the educational and social sides of school life done, which is a sheer impossibility under the high pressure conditions prevailing in the office of a modern school. Any good visiting teacher saves her cost every year to the city in actual money value."

The visiting teacher is not, however, to be confused with the "home teacher", whose work consists primarily in Americanizing the foreign MOTHER through the teaching of English and other means at her command, whereas the visiting teacher is concerned with the school CHILD and the adjustment of his problems in or out of school.

6. SUMMARY OF THE GENERAL MEASURES USED IN REMEDYING CONDITIONS

Measures Used in General

In addition to the concrete description of specific cases as outlined in the preceding pages, the visiting teachers were asked to summarize the general measures used in remedying conditions and to indicate which were found most helpful and which were used most frequently. The answers to this inquiry are given in Table VIII.

Of the sixty mentioning personal influence, forty-five visiting teachers lay stress on this as an important means of making adjustments in the lives of individual children. They cite the child who is "bewildered by his failure," or "deadened by the lack of personal interest in a large school", or "hypersensitive to fancied wrong and finding himself in the position

where a 'feller needs a friend' ". Many of the trying habits that distress the teacher and discourage the mother are eliminated when the child finds that somebody "thought enough of me to come to my house", and point the better way.

TABLE VIII—SUMMARY OF MEASURES USED

Measures Used	Affirmative Answers
1. Personal Influence	60
2. Information Brought Back to the Teacher	60
3. Cooperation of Outside Agencies	56
4. Physical Examination	56
5. Mental Examination	50
6. Financial Relief [4]	50
7. Recreation	45
8. Change of School Recommended	44
9. Change of Interest	42
10. Change of Class Recommended	41
11. Change of Environment	41
12. Referring to Society for Prevention of Cruelty to Children [4]	40
13. Change to a Special Class Recommended	37
14. Promotion Recommended	36
15. Demotion Recommended	30

The use of mental examination is reported by fifty visiting teachers and is given a place of importance by twenty-four. Both this and physical examination are frequently used as an aid in the diagnosis of difficult or neurotic children or children who exhibit peculiar mental or physical traits.

Co-operation with social and other organizations is reported by the majority of visiting teachers. Such measures as "providing financial relief", "recreation", "change of interest or environment", "protection", etc., are frequently necessary to bring the child or the family into better relation to society and community life.

The obvious importance of bringing back information to the teacher has already been discussed and needs no further elaboration.

[4] Two agencies frequently used where specially asked for.

The order of frequencies of use of these measures was found to be as follows: "personal influence," "information brought to teacher", "securing co-operation of social agencies", "physical examination", "securing financial relief", "mental examination", "change of interest", "change of environment", "recreation", "recommendation for special class", "demotion", "promotion", "change of class or school" (to special, trade, and other schools), and "referring to Society for Prevention of Cruelty to Children".

Measures Used in Scholarship Cases

As scholarship cases were so frequent in occurrence, a separate inquiry was made as to the measures used to overcome poor scholarship. In addition to "securing the co-operation of the teacher" and "of the child", which are understood to be inherent in every case, the answers given are compiled in Table XI.

TABLE XI—MEASURES USED IN SCHOLARSHIP CASES

Measures Used	Affirmative Answers
1. Securing Cooperation of Parent	53
2. Stimulating Child's Interest	49
3. Bettering Home Condition	48
4. Bettering Physical Condition	47
5. Securing Recreation	42
6. Use of Mental Tests	40
7. Securing Help with Lessons	38
8. Through Promotion Suited to Mentality	35
9. Through Demotion Suited to Mentality	27

In these answers great stress is laid on securing the co-operation of parents and on stimulating the interest of the child, as these two measures are used no matter what other means may be employed. The replies from New York City and Hartford are quite uniform in stating that all of the foregoing measures are utilized. Other measures reported

by individuals, and not listed above, are "change of the course of study or program", "placing in nutrition class", and "securing part-time jobs".

The visiting teachers were asked to list these measures in the order of the frequency of their use. "Co-operation of parents" proved to be first in frequency of use, followed in turn by "physical examination", "stimulating interest", "bettering home conditions", "securing help with lessons", (through the school or outside), "mental examination", "recreation", "promotion suited to mentality", and "demotion suited to mentality".

VI

What Qualifications are Essential for Visiting Teachers

IN A FIELD OF WORK so new as that of the visiting teacher it is to be expected that no specialized line of preparation will have been developed but that those entering it will have been drawn from various branches of teaching and social work. The questionnaire, therefore, included several questions regarding preparation, in the hope of finding out what, if any, common elements were represented in the visiting teachers' previous training and experience and, also, of formulating recommendations for the training of future visiting teachers based on these common factors and the visiting teachers' estimate of the relative value of various phases of their own preparation.

In answering the question, "What was your training and preparation for this work?" the visiting teachers have evidently assumed that only that part of their preparation was desired which had a direct bearing on the work. Hence the summary does not pretend to be a complete account of their preparation but only of the education and experience which prepared them directly for this work.

Educational Training

Of the fifty-eight replying, twenty-three visiting teachers state that they hold college degrees, sixteen the degree A.B., five B.S., one A.M., and one Ph.B. Seventeen mention training for teaching in normal schools, kindergarten training schools, etc.

The appended list shows the institutions represented:

UNIVERSITIES

Chicago	Minnesota
Clark	Nebraska
Columbia	New York
Iowa	Vermont

COLLEGES

Barnard	Teachers
Bryn Mawr	Vassar
Simmons	Wells
Smith	

Nineteen mention special courses supplementary to the above or toward a higher degree. These additional courses include: psychology—general, abnormal, educational, of the child, of atypical children, of delinquency—psychiatry, psycho-analysis, mental hygiene, mental tests and educational measurements, child study, eugenics, vocational guidance, philosophy of education, economics, sociology, social psychology and Americanization.

Social Training On the social side, twenty-nine visiting teachers reported special training at schools for social work. The Boston School for Social Work, the Chicago School of Civics, and the New York School for Social Work were those most frequently represented.

Experience Thirty-two visiting teachers mentioned teaching experience in elementary or high schools. Three were formerly principals and one was a superintendent. Forty-five mentioned experience in social work which represented widely different fields, including public and associated charities, child labor, industrial welfare, settlements, recreational work in connection with clubs, etc., juvenile courts, travellers aid, department of labor, public health, Consumer's League, neighborhood and church centres, war work, social service nursing and various forms of visiting school children such as visiting housekeeper.

Preparation Found Helpful

In the replies to the question, "What part of your preparation have you found most helpful?", the special courses were mentioned far more frequently than the normal training or college work. This might indicate, in part at least, that the latter was taken for granted as a foundation for the more highly specialized visiting teacher work. In the courses mentioned as especially helpful, psychology in all its branches headed the list. Then came: sociology, mental abnormalities and mental testing, dietetics, biology, medical knowledge and acquaintance with industrial conditions, especially for those whose work includes vocational guidance. In their social training, special mention was made of case work, acquaintance with social agencies, and mental hygiene.

Every visiting teacher will encounter the social problems early in her service to the schools, and her social experience will aid her in coping with them; but the special problems which gradually sift down to her on longer acquaintance with the school—the disciplinary, emotional, neurotic, temperamental children,—will require a different skill and knowledge in handling. These are essentially school problems, and while other agencies may help, the solution requires a psychological analysis by the visiting teacher. Hence—in answer to the question "What additional training or experience have you found you needed?" the answer most frequently given was the study of psychology in its various branches, or of allied subjects, including mental testing, psycho-analysis, mental hygiene, and psychiatry—that is such courses as are not usually pursued in an under-graduate college or normal course. Because of the variety in the work, no knowledge comes amiss, and the fact that over half the visiting teachers mention the need of such courses in addition to whatever preparation they had when they undertook the work, speaks strongly in favor of including these studies in the training of future visiting teachers. Those visiting teachers whose work includes vocational guidance have mentioned courses along this line.

Foreign languages have been found a necessity by many, and those who have a speaking knowledge of Slavic, Yiddish, Italian, or Polish have found the language a great asset. With the exception of the Yiddish speaking, the other three peoples are as a rule slow to learn English, and express themselves more freely in their native tongue when in intimate conversation with the visiting teacher. Even a superficial knowledge of a foreign language will help the visiting teacher when finding her way in a foreign neighborhood and make her purpose understood.

As additional training in social work, several mention methods of record keeping and "more case work". The almost universal desire on the part of the visiting teacher for more information along the lines of her work is due partly to the fact, previously referred to, that she is still more or less a pioneer in a field for which a definite line of preparation has not been worked out. She has, therefore, had to "get as one goes", filling in the gaps in her preparation as they have been discovered. Or it may be accounted for, in part, by the fact that to a great extent she works with serious problems which are *no one's else* responsibility and which present "a constant challenge to her resourcefulness". Her educational courses as well as her further experience help her to add to her resourcefulness.

As additional experience, six visiting teachers who had never taught mention the need of teaching experience "in order to understand the school's point of view". Several spoke of their lack of adequate experience to cope with the various industrial, vocational and recreational situations confronted.

An opportunity to meet other visiting teachers in conference was a need almost universally felt. In a work so new as this, conferences are of signal assistance. The exchange of experience between fellow-workers, the discussion of one's own problems and difficulties, and comparison

of methods found effective are of incalculable value. One visiting teacher even expressed a desire for "money to go and see what other visiting teachers are doing".

A Suggested Training Course

In the light of the preceding, the visiting teachers were asked to suggest a course of preparation for future visiting teachers. A summary of the answers includes:

1. A good educational foundation at either college or normal school.
2. Special study in psychology, psychiatry and child study in its various phases. Other courses as needed, such as foreign language and vocational guidance.
3. Training for social work including study of sociology, case work, industrial conditions, racial characteristics.
4. Experience
   (a) In teaching—a sufficient length of time to understand the school problem.
   (b) In social work—especially case work and if possible varied experience, in order to cope with the various phases of the visiting teacher work.

It is interesting to note in this connection that about one-half the present visiting teachers have had substantially the training outlined above. In addition to the specific training, the answers have called attention to the necessity for such personal qualifications as a co-operating spirit, spirit of service, "a consuming zeal for the work", sound judgment, patience, tact and resourcefulness in emergency, maturity, "sense rather than sentiment", knowledge of human nature, and love of children.

VII

What are the Fundamental Characteristics and the Prospects of the Work?

AS A CONCLUSION to this report it is interesting to note the answers given by the visiting teachers to personal questions on: "What, in your opinion, is the function of the visiting teacher?", "What part of the work interests you most?", and "What part do you think needs to be developed?".

Function of the Visiting Teacher

To the question, "What, in your opinion, is the function of the visiting teacher?", the replies were about as follows: Thirty believed their chief function to be the bringing about of closer co-operation and mutual understanding between home and school, and to "home and school" six added "community". Thirteen stated that their function lay in studying the needs of the individual child and in making adjustments for his betterment. Two emphasized the visiting teacher's help to the parent as interpreter of the child as well as the school. Three felt that their function lay in community improvement and one or more in Americanization, socializing the schools, and "retarding retardation".

To sum up these answers—the difference seems to lie in the breadth of view of the respective visiting teachers, rather than in any inherent contradiction of opinion. Wherever the work has developed, the visiting teachers seem to include in their view, child, home, school and community,—and a summary of their functions would comprise:

1. Study of the individual unadjusted child and his problem.
2. Interpretation of:
   (a) School and parents to one another.
   (b) Child and parents to one another.
   (c) Child and school to one another.
3. Securing co-operation of parents, school and community in the interests of special children and of increased educational facilities for all children.
4. Adjustment of the child's difficulties whether the cause be found in the home, school or neighborhood.
5. Socialization of the school's point of view.

Most Interesting Phases of the Work

The answers to the question, "What phase of the work interests you most?", discloses a variety of interests inherent in the work and indicate what it is that really attracts and holds the visiting teacher to this work. The answers were as follows:

NINE found their chief interest in the solution of the underlying causes of poor scholarship and retardation.

FIVE found their chief interest in the adaptation of the school to meet the needs of the individual child.

TWELVE found their chief interest in home visiting—eight because of the possibility of making adjustments in the school, and four because of the opportunity of effecting changes in the home.

SEVEN found their chief interest in preventive work with the unruly, the misfit, or delinquent.

SIX found their chief interest in preventing children from drifting out of school.

Among other features of greatest interest were mentioned work with the precocious, the neurotic and the psychopathic child, the adolescent, the atypical, and the mental defective. Others reported recreational work, nutrition and diet, obtaining educational opportunities for cripples, interesting parents of the deaf in the new methods, mental development through physical development, and the making of better Americans.

In brief, there are two underlying elements in the visiting teacher's interest in the work: first, a scientific spirit which expresses itself as a diagnostician seeking, in home, school, community, or the child, the cause of the trouble, and, second, underneath the scientific spirit a definite personal bent toward understanding childhood and using that sympathetic understanding for the adjustment of misfit children.

The replies show that visiting teachers have not been content to end their work with the adjustment of individual children, but have drawn conclusions from case work as to general underlying causes and basic changes which should forestall certain maladjustments.

Future Developments

The answers to the question on the future development have differed in accordance with the varying conditions in different localities.

While a majority of the visiting teachers work among the average children, a need has been felt in some localities for specialization. Cleveland has several visiting teachers doing effective work among classes for the blind and for sight conservation. Three of the visiting teachers in New York City visit for subnormal children. Several smaller communities have already initiated the work of the visiting teacher to aid in the solution of community problems. The work might well be extended to other special groups. A field as yet almost untouched is that of the undiscovered precocious children. "the leaders of tomorrow".

Nine have emphasized work beyond the school doors—in the homes and neighborhoods, from the larger community problems to those more intimate and no less complex within the family circle, such as "Americanization" of foreign homes, education of parents in the community and school needs of their children.

Others have stressed individual case work on "problem children", and advise working for earlier detection of symp-

toms of maladjustment, for more study and better handling of "borderline cases" and neurotic children, including more time spent on making personal acquaintance with individual children and on more insistent follow-up work.

The replies of twenty-two visiting teachers indicated that they had found the "system" unprepared to meet some of the educational and social lacks which they had discovered. Five of these advised working for more "elasticity" in the system. Seven, following a similar trend, suggested lines along which the school itself should be "socialized", such as through closer integration of the work of the visiting teacher and class teacher, and through the introduction of social service courses in the normal schools. In concrete form, were suggestions on altered curricula for special types of children—special courses for the dull normals as well as the feeble-minded, more vocational training for the maladjusted, and adapted curricula for emotionally "different" children. Visiting teachers saw in this more flexible system of the future not only a means of holding children longer in school, but, what is more fundamental still, a means of reducing our present too large output of discouraged, misfitted young people unacquainted with their latent, constructive possibilities and much too well acquainted with their limitations, even to the point of well-drilled habit of failure.

As pointed out in an earlier chapter, the visiting teacher's place in the school system is still comparatively undefined. Up to the present she has been a pioneer, finding her way in a new field. The trend of development is indicated, however, in several replies to the questionnaire. The visiting teacher is coming to be recognized more and more as an established factor of the school system. In this connection it is interesting to note that some educators are saying that she should be a teacher at large with special equipment, and others, going further, that as her work is closely connected with the administrative staff her position

should develop into that of an administrative assistant in the school in charge of investigation and adjustment of individual problems.

While the visiting teacher everywhere feels herself allied to the profession of social work, she is increasingly realizing the advantage of being a member of the teaching profession, sharing its burdens and its aims. It must be recognized, however, that the visiting teacher has by now developed a real technique of social case work as applied to schools and that this technique is only acquired by training plus experience. To expect a successful class room teacher to master and practice the work of the social case worker at the same time that she teaches school is as unreasonable as to expect her to teach school and to practice the technique of a physician or nurse. Nevertheless, it should be a definitely recognized part of the visiting teacher's function to assist the teacher to do more and better home visiting through which to obtain a clearer insight into existing social conditions and their relation to the child's reactions in the class. The teacher and visiting teacher would thus secure the best co-operation: the class teacher is a vital factor in any satisfactory adjustment. It would also enable the class teacher to handle some of the more simple adjustments herself and leave the visiting teacher free to concentrate on the more difficult cases that require expert dealing and need to be followed up from term to term.

Through individual cases, fundamental lacks in the school system are frequently brought to light and universal needs pointed out. If properly standardized, records would be of great value not only for use in case work, but also in furnishing cumulative evidence to prove the extent of these needs and the necessity of meeting them. Further, such a standardized record would facilitate passing on useful data to other visiting teachers whenever a child is transferred from one community to another and would enable the new visiting teacher to follow the case more intelligently from

the very beginning. While standard forms are desirable, it is essential that a certain degree of flexibility in their use be maintained.

In individual schools it is necessary to work out methods by which all available facts about the child's social background may be brought together and made quickly and conveniently accessible to teachers or co-operating agencies. One of the developments suggested was the possibility of assisting the teachers in making social studies of classes as a whole. Such surveys or studies would enable the class teacher to become familar not only with the social backgrounds and consequent educational needs of the children, but would also develop her skill in recognizing symptoms of maladjustment.

One of the most important next steps suggested is the extension of the work through the entire system, instead of confining it to schools in socially or economically handicapped sections, to which visiting teachers have almost invariably been assigned. Although intensive study of the individual child is still in its infancy, visiting teachers have been impressed with the fact that many of the problems with which they deal belong not merely to children of the unprivileged classes, but are common to childhood in general. The extension of this service in the schools, therefore, seems to be an essential development in a progressive educational system.

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